

Activity Plan

Designed by: Keyla Jimenez

Curriculum Topic: Unit 8: Plants

OVERVIEW/FRAMING				
TOPIC <i>Explain how the topic of this activity is developmentally and culturally appropriate for the group of learners for whom you are designing it.</i>	The seed germination jar allows young children to help understand the root system giving them the real life learning they need to understand what is really happening under the soil. It is a way to introduce the children to the world around them. Also showing that nature is a real-life thing. They will also be able to use their five senses.			
BIG IDEAS/OVERARCHING QUESTIONS <i>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</i>	How do plants grow? Is the seed sprouting out?			
CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>	Visual Arts Emergent Literacy	Music Mathematics	Movement/Dance Science	Drama Social Studies

KNOWING THE LEARNERS ¹	
AGE RANGE:	
CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	Children who start going to pre-k are in between the age of 3 and 4 years old. They start learning problem solving where they are able to start solving real-world problem and challenges. Critical thinking where they start to have the ability to think critically where they have the ability to engage and independent thinking. They start to have more communication with each other and have better relationship.
<i>What misunderstandings might children in this age have about the topic/content and how do you plan to address this?</i>	Students tend to think plants is based on recognizable characteristic (green, grow in soil) and parts (stem, leaves, flowers) Or even sometimes children think trees are not consider plants. The way I would address this is by teaching the children the life cycle

¹You may not be designing this activity with a specific group in mind. Envision and describe a group of children you *could* anticipate working with in a NYC early childhood classroom.

	of plants, reading them a book “I Can Grow A flower” By Dawn Sirett where it explains the different types of flowers and seeds.
SOCIO-CULTURAL CONTEXT: <i>What do you know about this group of children in terms of their cultural backgrounds, learning styles, languages spoken, and learning experiences to date? *</i>	Children will be able to learn their cultural background they will be able to see the different kinds of plants such as where the plants come from. They will also be able to learn languages spoken such as how to say the name of the flower for example Daisies, Carnations, lilies, Orchids and much more

MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS <i>What materials will you need to teach this activity?</i> <i>List all books (title and author) and materials, including any used during the spark/launch/intro, the activity, the reflection, and during set up and cleanup</i>	LEARNING ENVIRONMENT <i>What modifications will you need to make to the classroom to support this activity?</i> <i>Think about materials, books, toys, props. Think about how you might rearrange the classroom furniture, etc. To accommodate the activity.</i> <i>Think about changes you might need to make in various learning centers (e.g., what might you add/change in each learning center to bring the curriculum topic into that center), bulletin boards, meeting spaces, etc.</i>	EVENTS/RESOURCES <i>What events or resources, including people, might you need to arrange in advance?</i> <i>Think about special activities, such a field trips, inviting parents or community members to the classroom, asking for supplies from home, etc.</i>
Books: - <i>I Can Grow a Flower</i> By: Dawn Sirett Illustrator: Claire Patane - <i>Lola Plants a Garden</i> By: Anna McQuinn Illustrator: Rosalind Beardshaw	For the seed germination jar I would create an open space for the flowers. I will put two small round table where the sun will be able hit on the flowers. In the library center I would bring books related to the plant cycle, how plants grow, explaining the different types of plants.	I would love to make a class meeting with the parents providing information about the activity and asking permission to take pictures of their kids making the Seed germination jar. I would also provide materials that connect to our study of the five senses where they are able to feel the different types of leaves, the flower

Materials: <ul style="list-style-type: none"> • paper Towels or cotton wool • water • Seeds (beans and sunflower • large jar • paper and markers (to write their name) 	I will even have something the wall or bulletin board explaining the life cycle of flowers and having key vocabulary words (seed, roots, sprout, sun, leaf, etc.) to remind the child what we have taught them.	petals. They will also be able to observe the shape of the petals. The children will also smell the flowers and I will help them to make some connections by asking them some questions.
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THE LEARNING EXPERIENCE		Multimodal Engagement <i>Identify and explain how this activity provides opportunities to use at least three learning modalities: musical, interpersonal, linguistic, visual-spatial, bodily-kinesthetic (tactile), auditory</i>	Differentiation <i>How will you modify this activity for children with different learning styles and needs? (emergent bilingual, special needs, very physically active, etc.)</i>
The spark/launch/intro <i>What will you say or do to engage the children in this experience?</i> <i>To define specific vocabulary, concepts, or procedures, describe how you would introduce them.</i>	Before I start reading the book “ <i>I Can Grow A Flower</i> ” by Dawn Sirett I would ask them questions what they know so far about plants and what are plants. After gathering some few information from the children’s explanations of hat they know about plants I will explain that today we will explore how plants grow.	The children will be able to use visual-spatial they will have the ability to understand that plants need water for it could grow big, strong and healthy. Children will be able to interpersonal which they will learn throw observing the plants	I will have some images of how to make their own germination jar and I will be able to absorb them if they need any extra hand. I will also speak to them what they need to do next or ask them question what will be the next step.
The activity <i>What will the children be doing? List the procedure step-by-step. What will you say or do to support their process?</i>	I would give the children instruction step by step: <ol style="list-style-type: none"> 1. After reading the book “<i>I Can Grow A Flower</i>” by Dawn Sirett, we will discuss the different types of seeds and plants we can grow. 		

<p>Remember: This should be a creative, experiential, and hands-on learning activity. The children should be actively engaged in learning through play and exploration.</p>	<ol style="list-style-type: none"> 2. I will begin with “One, two, three eyes on me (clap, clap) = today we will be in the round table. I will be calling out your name one by one.” We will be having some materials in the table ready for them and I want to make sure they are careful walking to the round table. 3. “Okay my lovely children’s can you guess what we will be doing today! (Children will shout out their answer) Today we will be making a seed Germination jar!” I will be explaining to them what a Seed Germination Jar is. Before I let them do anything I will be showing them how to start it off. By having them to observe and turn and talk and make a guess. 4. The items will be set up for each child or on a common tray “Okay children’s you can start your seed Germination jars!” The teachers will be walking around during the activity to observe, to see who needs help and ask the children to share what they will think will happen with the seed. 	<p>and behave such as giving the flower a lot of love to be able to grow.</p> <p>Children will be able to use their bodily-kinesthetic they will be able to use movement, physical and mental abilities and their surrounding for example when the student is ready to pore water inside the jar, they will be able to check their surroundings to be if anyone is behind him or in the side to not hurt anyone</p>	
<p>Reflection As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</p>	<p>When the activity is complete, everyone did their own seed germination jar. I will be giving them a piece of paper and observe what they see and draw it. Every day the children will be able to draw what they see in its different stages. They can also discuss and make a prediction how the seed will look like the next day.</p>		

Possible Extensions <i>What could you do on another day to build on this activity?</i>	I would love to take the children to a field trip to the Botanical Garden so the children can be able to explore the different types of plants. Children will be able to make their own salad fresh out of the garden.		
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GROWTH AND LEARNING

*How will this learning experience support the children's growth and learning be in the following domains?
Use your knowledge of child development and milestones and the theories of child development you have studied.*

Cognitive/thinking	This activity encourages children to problem solve, by observing the seed with a magnifying glass, the children will start developing questions about the seeds.
Physical	It helps the children to develop new skills such as caring their plants to understanding as they learn about cause and affects for example, plants die without water, weeds compete with plants.
Social/emotional	This activity supports social and emotional growth because they are able to build strong relationship with their classmates by communicating with each other and showing different emotions about how the plants grow in a certain time.
Language/literacy	<p>In this activity children develop new understanding of key vocabulary words related to plants. Children will be able to define the life cycle of plants.</p> <p>List 5-10 target vocabulary words <i>(Remember: These should be challenging vocabulary words, not common words that the children should already know. You want to increase their vocabulary.)</i></p> <ol style="list-style-type: none"> 1. Sprout 2. Roots 3. Stem 4. Leaf 5. Seeds 6. Shoot
Creative Arts	Children will be able to explore different type of materials and texture they may be new to them.

STANDARDS/GOALS² <i>What Pre-K Foundation for the Common Core (PKFCC)/Common Core Learning Standards (CCLS) are addressed in this activity? Be specific—choose those standards that are actually targeted by this learning activity (e.g., can development in regard to the standard be measured by the evidence gathered (authentic assessment) during this learning activity?</i>	
Domain 1: Approaches to Learning	PK.AL.2 a. Identifies a problem and tries to solve it independently b. Engages with peers and adults to solve problem PK.AL.3 e. Demonstrates innovative thinking PK.AL.4 a. Asks question using who, what, how, why, when, where what if c. Actively explores how things in the world work
Domain 2: Physical Development and Health	PK.PH a. Identifies sights, smells, sounds, tastes and textures b. Compares and contrasts different sights, smells, sounds, tastes and textures Communicates to discuss sights, smells, sounds, tastes and textures
Domain 3: Social and Emotional Development	PK.SE.1 a. Expresses feelings, needs, opinions and desires in a way that is appropriate to the situation b. Appropriately name types of emotions (e.g., happy, excited, sad) and associates them with different words and behaviors PK.SEL.3 c. Seeks guidance from primary caregivers, teachers and other familiar adults PK.SEL.6 a. Displays an understanding of the purpose of rules
Domain 4: Communication, Language, and Literacy	PK.AC.1 b. Asks questions

²Refer to the “Pre-K Common Core Learning Standards and Domains for Learning” located on Blackboard in the Assignment materials to identify Learning Standards that you will list above.

	<ul style="list-style-type: none"> c. Listens attentively for a variety of purposes (e.g., enjoyment, to gain information, to perform a task, to learn what happened, to follow direction) <p>PK.AC.2</p> <ul style="list-style-type: none"> a. Asks questions related to an item, event or experience b. Correctly identifies meanings of words in read-aloud, in conversation, and description of everyday items in the world around them. c. Attempts to use new vocabulary correctly <p>PK.AC.3</p> <ul style="list-style-type: none"> a. Uses vocabulary relevant to observation <p>Identifies pictures related to words (e.g., points to the correct pictures in book if prompted)</p>
Domain 5: Cognition and Knowledge of the World (Choose math, science or social studies)	<p>PK.SCI.4</p> <ul style="list-style-type: none"> a. Explores what a variety of organism need live and grow (e.g., water, nutrients, environment) <p>PK.SCI.5</p> <ul style="list-style-type: none"> a. Observes the relationship between the physical and living environment (e.g., views habitats of plants and animals) <p>Recognizes the different structures of familiar plants</p>

AUTHENTIC ASSESSMENT	
<ol style="list-style-type: none"> 1. <i>What will you do to determine whether or not the children are getting the Big Ideas and/or exploring the Overarching Questions?</i> 2. <i>What evidence will you gather to assess each child's developmental progress?</i> 3. <i>Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.</i> 	<p>I will be walking around to see if the children understudied the direction I provided for them, I asked them question such as "How many time do we need to water the seed" or "can someone please give me the meaning of roots or what are roots." This way I will be able to have the idea who understood the meaning of each vocabulary.</p>

POST-ACTIVITY REFLECTION ³	
<ol style="list-style-type: none"> 1. <i>What aspects of this activity do you think will be most successful in supporting children's growth and learning?</i> 2. <i>What surprises might there be?</i> 3. <i>What challenges do you envision in implementing this activity?</i> 4. <i>How might you modify this activity the next time to make it more successful?</i> 	<ul style="list-style-type: none"> • The most successful part about this activity students seemed to participate in the activity. The children were able to have fun, engage with each other, having a lot of patients for seed to grow and it seems like each child loved the process on hoe the seed shoot out. • What surprised me the most for me, was when they did the turn and talk the children were able to use key vocabulary. • What challenge for me as a teacher is when some of the children seeds have not sprouted out yet and other children's have. I was able to tell by their face expression that they were pretty upset that their seed have not sprouted yet. I try to explain to them that each seed is unique, their plant will grow strong and healthy. • I noticed the children where a bit confused on using the vocabulary words when I was walking around and observing them. Next time I will have word walk with images for the children can have a sense of idea what the words means or how to start their sentence.

³ You will not have the opportunity to implement this activity. However, you should build the practice of reflecting upon your teaching and striving to improve each lesson.